

OPPORTUNITIES OF INNOVATION TECHNOLOGIES IN HIGHER EDUCATION

Khakimova Muhabbat Fayzievna

Doctor of Pedagogical Sciences, Professor, Tashkent State Economic University, Uzbekistan,

Mirzaeva Mavlyuda Narmuratovna

Senior Lecturer, Navoi State Mining Institute, Uzbekistan,

Bazarova Umida Mamurjanovna

Senior Lecturer, Navoi State Mining Institute, Uzbekistan,

Musakhanova Gulnora Mavlyanovna

Senior Lecturer, Tashkent State Economic University, Uzbekistan,

Akbarova Sayyora Shukhratovna

lecturer at Tashkent State Economic University, Uzbekistan

ABSTRACT

This article highlights the benefits of continuing education, including the use of innovative technologies in higher education. The role of the "Economic Theory" science in developing the knowledge and understanding of economic laws in society, the understanding of the processes of market economy reform, the formation of creative ideas in the younger generation, the enhancement of economic culture. the importance of this discipline through the implementation of important tasks. Knowledge is a multi-tiered, complex process of perception of object properties, highlighting important aspects of it and expressing it in conclusions, comparing it with other objects and making judgments, and generalizing them.

Key words: continuous education, higher education, innovation, economic knowledge, innovative technology, knowledge acquisition.

INTRODUCTION

It is important to choose the optimal content of education at every level of the system of continuous education and turn it into the property of the students. After all, each science has accumulated enormous amounts of knowledge over the course of its hundreds of years of development. "According to the scientists, the information is now increasing by 200-300 million words per hour, which is equivalent to 500-600 pages of computer-generated material. At this time, a person is only able to master a half-page of new scientific text."

As mentioned above, man can never absorb all the information in the world. In any case, the members of the society do not lag behind the development of science, technology and production technologies, and provide the basis for its future. This important issue has always been in the minds of the leading members of society.

It is well-known that the content of education is aimed at informing, educating and developing students, considering the type of educational institution, its goals and objectives, the individual age and will be selected on a test basis.

Material and methods.

Therefore, it is necessary to select the optimal amount of information and to adapt it to the capabilities of students. It is enough to know the state requirements for higher education institutions in order to provide the necessary and sufficient teaching material.

However, this material is able to carry out its professional functions without compromising the life and health of students, achieving high quality and efficiency, having a full communication with colleagues, mentoring, mentoring, mentoring and mentoring young people. to enhance their knowledge and experience

and to engage in creativity.

So far, the content of the subjects studied in institutions of higher education has meant that certain aspects of the objects have been studied and have not been interpreted as complex problems. As a result, the acquired knowledge is formed in the form of billboards and often does not allow for independent and creative solution of complex problems.

Generally, the content of the educational content includes the texts, tasks, questions, sketches, tables, examples and issues, facts, theorems, definitions, axioms, ideas and opinions, technical information, didactic accuracy, rules, symbols, and so on. expression.

The theory of didactic structures MN Skatkin, VV Kraevsky, IJ Lerner argue that humanity's culture of society has four elements that must be reflected in the context of education:

- a) knowledge of nature, society, thinking, production and operating methods;
- b) experience of implementing certain types of activities;
- c) experience of creative solution of new problems of society;
- d) normative relations between people and the world, that is, their moral and spiritual, their upbringing, and so on. Each of these elements has its own characteristics that others cannot replace or perform.

Results and discussion.

These elementary elements may exist separately, but the latter cannot exist without the former. For example: you know, but can't; it is possible to know some standard tasks, but not ready for creative activity; You can know, perform tasks and be creative, but the attitude is different. From this it follows that the content of education must be reflected in the foregoing.

Reforming the content of education, taking into account the current and future requirements, the development of science, technology and production technologies, ensuring clear and clear expression of the basic concepts and ideas in the content of the subjects; eliminating the mental and physical stress of students; preventing overload and complexity of learning material; to strengthen the link between educational content and practice; provision of conscious communication between the participants of the educational process is a necessity of the time. Because overload does not allow the student to pursue his or her own favorite work, to work independently and creatively. At the same time, he loses his confidence in his own abilities and capabilities and undermines his interest in learning.

Given the above, the role of the "Economic Theory" is invaluable in knowing and understanding the economic laws that are taking place in society, and providing the knowledge necessary to understand the essence of market economy reform processes. Today, the role of science in the younger generation is being enhanced by fulfilling such important tasks as building creative ideas, expanding their spiritual outlook, and enhancing their economic culture.

The quickest solution to these economic problems and the search for their solution depends in large part on people's understanding of the economy, especially the content of the market and market economy, their requirements and features, the rules, the purpose and essence of the ongoing economic reforms, the deepening of the economy. .

In ancient times, the main form of economic activity was within the household. Therefore, in the writings of ancient Greek scholars (Xenophon, Plato, Aristotle), economics is defined as the law of household and its conduct. In the Arabic lexicon, "economics" is understood as austerity, because Islamic literature focuses on saving. However, in the modern world, the economy is broad, not just home or individual businesses or savings, but the economy - large private farms, collective farms, joint stock companies, limited liability companies, public and financial and banking systems, intergovernmental and interstate associations, corporations, concerns, joint ventures, and a very complex social system comprised of various economic relations between countries.

In addition, all our resources - cash, natural resources, skilled labor, production facilities, consumer goods - are all in limited quantities. The rationale of using these limited economic resources is to find the way to meet the ever-growing needs of the population, to find ways to properly distribute resources and products.

The economy may vary by coverage: world economy, country economy, national economy, sector economy, functional economy, regional economy; enterprise economics, knowledge economy, family economy. Sometimes they are rounded up and referred to as macroeconomics and microeconomics. Regardless of these types, levels, and forms of the economy, they all have one purpose: to create conditions for the survival, reproduction and development of humanity, to create a variety of livelihoods and to meet their needs. Thus, the economy is the basis of human life, its foundations, and it cannot exist without a person, without its activities and without meaning.

Reproduction on the movement of man-made goods and services consists of the following phases:

- 1) production process;
- 2) the exchange process;
- 3) distribution process;

4) Provide students with a focus on consumption processes and take action to convert their information into the property of students.

Our research has proven that this method can lead to high quality and performance. It also serves as an incentive for students to learn independently and to pursue creative research.

As higher education institutions seek to train highly qualified specialists in the labor market, this issue is a direct focus on training conducted in educational institutions. From this social order, it is important to identify the purpose of each lesson and choose the right path to achieve it. If our goal is to train a high-quality expert, we have to answer the question of why and how such a character is formed.

We understand that high professionalism means that the knowledge and skills of the expert are enhanced by the artistic level of living. The source of high professionalism is, in our view, the acquisition of concepts. Because the concept is an image that reflects the essential features, connections and relationships of the object (such as the subject, event, process, person). Because imagination, in its turn, is the product of the mind of the individual, it is possible to speak about the personal imagination.

The science examines various aspects of the concept. For example, philosophers, when viewed as the perceptions of the essence of the subject matter in the human mind, are the primary form of thinking in logic, the linguistic meaning of its content and name, the laws of mastering the psychology - the level of development of personality, and the factors that contribute to the development of knowledge, methods of action (skills and qualifications) and personal spirituality.

It should be noted that the concept does not cover all the important aspects and features of the object under study. It is, therefore, a set of interconnected concepts, judgments, and conclusions about the object of knowledge.

The individual's perception of the object studied is determined by its specific features, characteristics, quantitative and qualitative characteristics. From a dialectical point of view, it is logical to think about the interrelated concepts of the object studied, and then make a personal judgment on that object, which is regarded as the basis of knowledge.

Thus, knowledge is a multi-stage, complex process of understanding the features of an object, highlighting its important aspects in a concept, comparing it with other objects, and drawing conclusions and generalizing it.

The practical application of knowledge and the creation of material and spiritual benefits will be transformed into ways of action (skills and qualifications). Depending on how well the methods of action are formulated and their ability to be described as skills or qualifications, we are limited to describing them as methods of action, as discussed above. However, it does not require proof that personal methods can be polished and developed over and over again. It is a well-known fact that society has always highly valued a person who has developed professional skills.

In higher education institutions focused on economic activity, economic understanding, rules, principles, economic needs, economic, social, cultural, moral, political needs) students gain professional knowledge and methods of action. These skills and knowledge gained by students are repeated and refined in their practical activities.

Therefore, the main objective is to form students' systematic knowledge. To achieve this goal it is necessary to take into account the complexity, degree of generalization and relevance of the learning material. In pedagogy, the degree of complexity of the learning material is determined by its abstractness, its internal and external relations. The more abstract the concepts, the harder it is to master.

From this point of view, it is sufficient to say that the evidence is easy, and that materials that require causal relationships and links are difficult. It is also important to take into account students' relevance, ie the number of connections, when assimilating science concepts. According to scientists, one- or two-related concepts are easy, and three to six related concepts are moderate, seven or more related.

CONCLUSIONS

Once the teacher analyzes the learning material and identifies all of its features as well as the level of difficulty, he selects the appropriate form, methods and means of communication, communicates and interacts with the students in the form of monologue, dialogue or exchange (polilog). Whenever possible, it creates conditions for students to perceive and visualize the object directly.

Thus, in the analysis of the choice of the optimum content of the subject in the use of innovative technologies in the teaching of special subjects, it is necessary to introduce the use of educational projects in the educational process in the practice of vocational education. This will accelerate the learning of educational information and ensure the quality of education. This technology individualizes the educational process and ensures students' self-government in the learning process.

REFERENCES

1. Constitution of the Republic of Uzbekistan. - T .: Uzbekistan, 2009. - 40 p.
2. National Program for Personnel Training // Regulatory documents of higher education / - T .: "Sharq", 2001. - P. 18-52.
3. Law of the Republic of Uzbekistan "On Education" // Regulatory documents of higher education. - T .: "East", 2001. - p. 3-18.
4. Pedagogy of vocational education. Under. ed. V.A.Slastenin. - M.: Academy, 2004, 56-67 p.
5. Slastenin V. A., Isaev I. F., Mishchenko A. I., Shiyayev E. N. Pedagogy. - M .: School press. 2004, 24-33 p.
6. Hakimova M, Hodjaev N, Akhmedov D. Pedagogical technologies. - T., Tashkent State Economic University. - 2007. -166 p.
7. Khojaev N, Hoshimova M, Hakimova M, Ochilova G, Musakhanova G. Pedagogy. Tutorial. - T., Tashkent State Economic University. - 2007. 370 p.
8. Hakimova M. Professional pedagogy. Tutorial. - T., Tashkent State Economic University ..- 2007. 194 p.